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CREATIVE COMPETENCE IN THE SCHOOL TEACHER PEDAGOGICAL CONDITIONS OF DEVELOPMENT

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ABSTRACT

The article examines the pedagogical prerequisites for the development of the creative competence of a school teacher and highlights the general similarities and differences between the concepts of competence and competency. Creativity and its types are shown.

KEYWORDS

Creativity, competence, competency, teacher, pedagogical conditions.

INTRODUCTION

It is a very important process to form a person who fully responds to the state requirements imposed on the teachers of the international education system by the reforms implemented in the international education system, and who is able to adapt to sudden changes. In this regard, special attention is paid to the creation of pedagogical conditions for the formation of

creative competence of teachers in the requirements for school teachers in the State educational standards.

The Law of the Republic of Uzbekistan “On Education” stipulates that one of the main tasks is create conditions for the development of a creative personality based on universal values, national and world culture.

Competence is defined as the ability to use existing knowledge, skills and abilities in daily activities. Competence is a Latin word that means to achieve, to be right - the subject's readiness to effectively organize external and internal reserves to set a goal and achieve it, in other words, this subdules. It is the ability to solve certain professional issues. Competence is a person's ability to solve a certain problem based on existing knowledge and life experiences.

The concept of competence and competence are essentially the same, but they differ in essence. Competence is related to practical activity, and it means the level of manifestation of competence requirements through knowledge, skills, and qualifications through experience [1]. The level of competence of a person in a certain field is evaluated based on the result of the activity, not on the amount of the actions performed in the labor activity.

The concept of competence, competent, competence, competence appear as the leading categories of the competence approach. Competence is often understood as integral qualities of a person. They are manifested in the general ability of a person, in his activities based on the knowledge and experience acquired during his education [2].

Competence is a quality of a person formed on the basis of knowledge, skills and abilities, which is the ability to apply them in a specific situation and

professional activity. Competence is created in the process of mastering activities related to a specific field, therefore this activity is the second important foundation of competence.

Competence cannot be formed without knowledge, skills, qualifications and practical experience in the relevant field.

The fact that the competence belongs to a certain field determines its specificity and accuracy.

If the concept of competence is general in relation to a person, competence has an individual character.

In the scientific and practical literature popularized in the German language, only one word is used in the form of competence, and Hilbert Meir explains the competencies of the student and the teacher separately, emphasizing that this term should be directed especially to the student and says:

-A competent student is able to use his knowledge sufficiently in the situations that arise, without becoming the owner of "dry knowledge", he has a content of knowledge that can be quickly restored in his memory.

-A competent teacher is confident in his pedagogic activity and can teach gracefully without straining himself (while maintaining his health). In addition, he is ready to work on himself, realizing the difficulties in

education [3]. A competent teacher be able to achieve great results without much effort.

The teacher's competence consists of basic and subject-related (specific) competences. Basic competence is characteristic of all subject teachers working in the school education system and subject competence is specific at subject teachers. It consists of the sum of all practical qualities, knowledge, skills and qualifications of the teacher and the learner at the end of the educational process. Behavior and thinking are included in the concept of "competence" in a broad sense. The goal of the educational process is stimulate the development of the learner's competencies.

Basic competencies are a set of skills, abilities and life skills that a person should acquire in order to be successful in personal life, professional activities, and social relations, regardless of who he is and what kind of profession he is.

Competence is interpreted as a person's possession of the necessary competencies that allow solving any problem in a certain field. Competence is a set of competences[4].

Thus, the concepts of "competency" and "competence" have a broader meaning than the concepts of knowledge, skills and competence, they are the orientation of a person, the ability to overcome his stereotypes, to feel problems, to be observant, to

think; It covers the qualities of character - independence, goal-seeking, volitional qualities.

Creativity (lat., ing. "create" - creation, "creative" - creator) is the creative ability of an individual that describes the readiness to produce new ideas and part of talent as an independent factor.

Creativity is the activity of a person to create new material and spiritual blessings. A person's thinking, memory, imagination, attention, and take an active part in it, and all his knowledge, experience, and talent are displayed. Creativity is first born in human imagination, then research is conducted on issues related to creativity, the work done by others is critically reviewed, analyzed, observations, experiments are conducted, logical it conclusions are made, hypotheses are made, and these are tested in the experiment. will update if false. The results of the researches appear in various forms (artwork, mathematical formula, etc.). It becomes a true and complete creation only if it is recognized by the society. Creativity enriches and develops science and technology, culture [5].

Creativity can be conventionally divided into two: scientific creativity and artistic creativity. The activities of scientists are focused on scientific creativity, and the activities of artists and writers are focused on artistic creativity. Some people may have both creativity developed. Scientific work reflects the objective laws

of nature and social life, while artistic work reflects the artist's subjective, unique views and feelings on the problems of spiritual life. In artistic work, among the various colors and events of life, exemplary and socially significant ones are selected and artistically summarized. Artistic creativity is a complex process, which is carried out in connection with such types of human activity as perception, evaluation, appreciation. For this, the creator must have a free imagination, free thinking, wide-ranging imagination, national pride and lofty dreams. The popularity and social importance of the product of artistic creation is determined by this.

A school teacher must have the following creative qualities: inspiration, fantasy, sensitivity to contradictions, criticality, emotions, flexibility of mind, etc.

Psychological-pedagogical conditions should be created in order to realize the creative competence of the school teacher. The creative activity of the teacher can be based on the classification of the creation pedagogical conditions by the structural components of the individual's activity: cognitive, creative, communicative, artistic activities.

A.V. Tutolmin, in his researches, the pedagogical conditions that ensure the effectiveness of the emergence and development of the future teacher's creative competence are as follows:

- general pedagogical (implementation of a systematic approach, creation of creatively developing educational spaces at the stages of continuous education);
- methodical (implementation of a competent approach, acquisition of innovative educational technologies by future teachers, activation of research activities);
- special conditions (realization of personal approach, intellectual and spiritual, social and individual, normative and creative development of students)[6].

Based on the above mentioned points, the following can be highlighted as pedagogical conditions that ensure the development of the creative competence of the school teacher:

- To inform the teacher about subject, methodical, communicative creativity knowledge;
- Creating a free, non-compulsory learning situation, an open, reliable communication environment;
- Teachers' attention to unusual questions, ideas, suggestions and assessment of their importance for creative work;
- Using issues that increase the creative activity of learners;
- Creating a creative environment among educational subjects.

CONCLUSION

In conclusion, it can be said that in order to develop creative competence in a school teacher, it is necessary to have information about pedagogical creativity, to be provided with knowledge about the creative activities of teachers and students, to create a creative environment, it is necessary to create a successful situation and pedagogical conditions for training and other activities.

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